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ABSTRACT

Learning activities for health education are outlined for students from the primary level through the secondary grades. The uniting theme of the curriculum is the relationship of physical health to other health factors. A statement of the course or unit goal precedes each suggested activity, followed by the specific content of the unit and related activities in other study areas. (JD)

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PLANNING HEALTH EDUCATION PROGRAMS IN OREGON SCHOOLS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Physical Health

One of a series of five
publications concerning
health education

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PHYSICAL HEALTH

Key to physical health is attitude: attitude about what one can do, how well one can do it and how one looks and feels—these are basic to building and maintaining top physical condition. Physical health statements on the following pages are directed toward learning about physical characteristics, attitudes and practices that contribute to physical health.

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*Each of the four grade groupings is organized by the following topics:

1.1 Relationship of physical health to other health factors

1.2 Influence of social factors on physical health

1.3 Influence of nutrition on physical health

1.4 Patterns of human growth and development

1.5 Body systems

1.6 Current health practices

1.7 Abusive behavior

1.8 Physical health resources

INTRODUCTION

The Department of Education approaches curriculum through goal-based planning. Beginning with statewide goals adopted by the State Board of Education, local districts may proceed to map their own course through district, program and course goals. In the resulting goal hierarchy, each level of goals traces directly to the six general statewide goals for learners.

The primary benefit of such a system is that goals give purpose and direction to planning curriculum and analyzing whether students are attaining desired outcomes. These concepts are dealt with in the first of five books in this series–*Administration*.

On the following pages, beginning with a general heading (e.g., "The relationship of . . ."), the reader will find suggested course or elementary-unit goals and learning activities. There are eight general headings for each grade grouping, as listed in the table of contents.

Course level goals may be used in developing planned course statements for instruction in the secondary grades and may be used similarly when planning instruction at the elementary level. Suggested goals are generally presented at two or more levels, from simple to more complex learning. Districts, when developing their course goals and competencies required for graduation, may draw from these sample goals.

The goals are followed by suggested learning activities. Indeed, the main purpose of four of the five books* of this series (*Physical Health, Mental Health, Safety* and *Community Health*) is to provide a wide range of suggestions to help develop curriculum keyed to course goals.

The reader is reminded that this book presents suggestions only. Districts are encouraged to develop their own health education programs so as to best represent the needs and preferences of their communities.

*The remaining book in the five part series presents an overall approach to curriculum planning.

LEARNING ACTIVITIES

FOR

PRIMARY GRADES

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A class discussion: describe individual responsibility related to recreation.

Give the class a "free-play" period to use classroom games and playground equipment. Afterwards, discuss with students how they felt about being able to play. Discuss clean-up: Were all games put away properly? Were any pieces left out? Why should games be stored when not in use?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students create posters which highlight the importance of "clean-up"; i.e., safely storing games when not in use.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A discussion: talk about the importance of facial expressions.

Discuss the effects of facial expressions (smiling and frowning) on the self and others.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Science: Talk about the muscles used for various facial expressions.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A media project: identify community recreation facilities.

Have students construct a mural showing such community recreation facilities as: parks, Y's, skating rinks, bowling alleys. Survey other students to determine how often they use these facilities.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Physical Education: Discuss the value of walking as an everyday activity.

Science: Talk about the muscles used for walking.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A discussion: present information about fluoridation.

Contact the local dental association or dental auxiliary for information regarding oral/dental health and the importance of preventative procedures (brushing, flossing, regular checkups, etc.) Discuss fluoridation as one means of protecting the oral/dental health of the community. How does diet affect oral/dental health?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Social Studies: Discuss community programs designed to promote oral/dental hygiene.

Have students review oral/dental practices historically, as well as current practices in other countries.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A class discussion: identify hazards to physical health in the home and methods for reducing such hazards.

Have pupils survey a hypothetical home (garage, kitchen and bathroom storage cabinets) for any potentially hazardous conditions, especially for young children. Discuss with students the importance of safe storage in the home. As a class, list various safety precautions of which everyone should be aware.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students create "safety-around-the-home" posters.

Other: Have students build a "safety deposit box" in which to deposit ideas for safety in the home as well as at school.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A class discussion: give examples of terminology related to hazardous substances.

Discuss the meaning of the word "poison." Have students collect pictures of safe and unsafe products. Discuss as a class reasons why products are deemed safe or unsafe, and how a safe product can become unsafe through improper use.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students make poison prevention stickers and posters for display.

Language Arts: Present a poison prevention puppet show.

Science: Using photographs, talk with students about plants and seeds which could prove poisonous if ingested (flower bulbs, mushrooms, etc.)

Spelling: poison

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

A simulated situation: identify factors which influence the senses; describe ways in which the senses can be aided.

In a darkened room, demonstrate to students the importance of lighting for reading and other activities. Discuss also the impact of bright light (sun, glare) on the senses, and the importance of protection in such situations (i.e., sunglasses).

A discussion: identify items which should not be shared.

Discuss things not to share: toothbrush, shoes, medicine, brush, comb, glasses, partially eaten food.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: senses, brush, comb, glass, food

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

A discussion: illustrate the effects of light on the eye.

Working in pairs, have students look into one another's eyes in a darkened room. Lighten the room quickly and have students discuss: how the eye's pupil expands and contracts according to light, how good lighting can prevent eye fatigue.

Demonstrate a correct sitting position that allows light over the shoulder, thus facilitating reading or writing.

Lead a discussion on the importance of not looking directly at sun or bright light, the use of sunglasses, proper viewing distances and lighting for watching television.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have student create posters concerning eyes and lighting (i.e., sunglasses, television viewing, etc.)

Science: Show students a diagram of the eye. Compare the functioning of the pupil with that of a camera lens.

Social Studies: Discuss the various climates which make the use of sunglasses necessary.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

A class discussion: describe how physical fitness relates to physical health.

Have students try this posture exercise: stand against a wall and press the back to the wall.

Demonstrate (with blocks) how balance is maintained by placing one block on top of the other. Compare the balance of blocks with body balance. Have students feel their muscles and tendons to determine how these tissues support the bones and contribute to posture. Show how a plumb line and mirror can help students locate posture problems.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Illustrate examples of good and poor posture.

Science: Show diagrams of the body's muscle and skeletal systems, with particular attention to the spine.

Spelling: posture

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

An independent project: illustrate the effects of physical activity on fitness, and the importance of rest.

Have student volunteers jump-rope for 1 minute. Measure pulse rates before and after the activity and compare. Discuss the results. Discuss the need to monitor physical activity (work, play, etc.) with periods of rest, and how rest plays such an important part of physical activity.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Physical Education: Perform simple fitness tests to determine individual fitness levels. Tests should be noncompetitive so that students are not measured against one another.

Spelling: rest, energy, fitness

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A class discussion: identify appropriate times and places for releasing physical tension.

Discuss physical activity and its relation to restlessness. Describe various types of restless behavior (tapping, doodling, wiggling) and suggest how one might overcome such behavior, rechannel it into other activity, etc.

Ask students the following:

How can you tell when you need physical activity?
Can you always do the things you feel like doing?
When do you most need activity in the classroom?
What means are available for activity when you need it?
What kinds of activity do you like?
What kinds of activity bother other people?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students illustrate one way tension can be released.

Music: Give students an opportunity to quietly listen to music as one method for reducing tension. Offer a wide variety of recordings (classic, folk, ethnic) explaining that each has its own special quality for soothing tension.

Spelling: tension

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A class exercise: illustrate methods for releasing physical tension.

Have students make their bodies as ***stiff*** as steel part-by-part—face muscles, neck, shoulders, etc.—until the entire body is rigid. Then tell students to ***relax***, beginning with the toes, then arches, feet, ankles, etc., until the entire body is limp. Remind students that relaxing is one of the most important things they can learn. It will help them work and play better.

A class situation: identify situations where physical activity can release physical tension; identify situations where solitude can release physical tension.

Have students set up an "exercise corner" where they can do tumbling, jump rope, etc., at various intervals during the day. Set up a "calm down" corner at the opposite end of the room. Fill it with pillows, a rocking chair, drawing paper, crayons and other objects which can be used for quiet activities.

Have students brainstorm individual ways to release tension when working on sit-down projects; i.e., getting a drink, changing positions, taking a walk, etc. Have students make up an exercise and activity schedule for the classroom.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Physical Education: Demonstrate various "in-place" exercises students can use to release tension in the classroom.

Spelling: neck, face, shoulder, toes

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

A group project: identify basic food groups; select foods which fit into these groups; describe balanced menus built around the basic food groups.

Discuss the four basic food groups with students and ask them to clip pictures from magazines covering these four groups. Make four bulletin boards, one for each basic group. Have students then pin their pictures onto the appropriate board.

Following the discussion of the four basic food groups, have each student plan a daily menu. On three paper plates and cups, labeled "breakfast," "lunch" and "dinner," have students glue pictures of food they have selected to eat. Discuss how each student's selections reinforce good nutrition.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have the class construct and paint a variety of papier mache fruits and vegetables. Make mobiles using coat hangers.

Science: Have students identify various fruits and vegetables in season. Discuss fruit and vegetable cultivation according to season and region. Discuss how each helps people grow and develop.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

A discussion: explain the basic food groups and their necessity in meal planning.

For this activity the teacher will need a set of cards and magazines. Divide cards into five groups; ten cards for each of the four basic food groups and ten for desserts. Some cards may show foods that can be used for two or more groups (e.g., a vegetable with cheese sauce).

Have students clip pictures of foods from the magazines and glue these pictures on the cards. Shuffle and deal five cards to each player faceup.

NOTE: With older students this game can be used for meal management, for combining foods according to color, shape, texture, taste and temperature. Ask students if their "hands" cover the four food groups.

Have students discuss that while they may prefer certain foods, all four food groups are necessary to build good nutrition.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students draw pictures to show appropriate between-meal snacks (e.g., fruit juice, raw vegetables). Discuss when and what snacks should be eaten, stressing that snacks should not interfere with meals.

Other: In class, have students taste-test raw vegetables which are healthful snacks. Include radishes, cucumbers, zucchini, cauliflower, carrots and celery.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A group project: identify how preconceived ideas influence food preferences.

Make cups of unflavored gelatin, coloring each differently (i.e., green for lime, yellow for lemon, red for raspberry, etc.) Have students in small groups taste each cup. Have students determine the flavor of each (i.e., green tastes like lime). Discuss flavor. Ask how many students thought yellow gelatin was lemon jello, etc. Reveal to students that all samples were unflavored and that the appearances of food can often influence one's taste for that food.

An independent project: identify personal food preferences.

Survey each student regarding personal food preferences. After covering nutrition in class, again survey students to see what impact instruction has had on personal food preferences.

My favorite meat is _____.
My favorite fruit is _____.
My favorite vegetable is _____.
My favorite cereal is _____.
My favorite drink is _____.
When I make my own lunch, I like _____.
I would like to learn to cook _____.
When I can have a snack, I like _____.
I don't like to eat _____.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Arrange a bulletin board display showing a variety of nutritious breakfasts. Discuss with students the importance of breakfast.

Writing: Assign a creative writing project entitled "My Favorite Meal." In the story have students tell what meal they are discussing, what specific foods it includes, and why they enjoy having such a meal.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A group project: give examples of ethnic foods; explain attitudes related to eating unfamiliar foods.

Conduct a class survey to determine what foods might be unfamiliar to most students. Include ethnic foods available to the local community (i.e., kohlrabi, leeks, artichoke and enchiladas).

Bring samples of these unfamiliar foods to class for students to sample. Have them record their reactions on a chalkboard chart with columns for different kinds of taste reactions (e.g., delicious, strange, not good).

Tabulate and discuss the chart results. Did students react to some foods in similar ways? Were they influenced by the decisions of others? Did some like most foods while others none at all?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Have students write about the relationship between eating habits and energy, emotions and appearance.

Social Studies: Discuss traditional holiday foods in the community and around the world. Explain how climate and custom have brought about various ethnic food traditions.

Writing: Describe various types of ethnic foods (color, taste, where found, etc.)

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

An individual project: discuss factors which influence body weight.

Ask the school nurse to explain the relationship of body weight to height, bone structure, etc.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Invite the school nurse to discuss the importance of nutrition. Have students use interview techniques.

Physical Education: Discuss physical activity as one means to control and maintain body weight.

Science: Discuss what is meant by calories and detail the caloric content of various foods.

Writing: Write a thank you note to the guest speaker.

1.3 Influences of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A class discussion: predict possible effects of an inadequate diet.

Discuss why one gets tired easily if one eats only candy.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Language Arts: Invite the school nurse to discuss balanced lunches. The nurse should be encouraged to cover such topics as: getting seconds, sharing plates and utensils, leaving food uneaten and eating only favorite foods. Encourage students to use interview techniques.

Reading: Give each student an opportunity to read the daily school lunch menu to the class.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Stages of Growth**

An independent project: describe stages of physical growth.

Have students cut pictures from magazines which show infancy, early childhood, adolescence, adulthood, old age. Categorize these pictures on a bulletin board. Discuss these stages of physical growth.

A group project: identify a specific developmental phase of physical growth.

Discuss why we lose our first set of teeth. Have students make a poster which shows a student pointing at an empty space where a tooth once was. When students lose "baby" teeth, they become members of the "Lost Tooth Club."

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Science: Visit a zoo or an animal farm to see mammals, fish, amphibians, reptiles and birds. Note how the young of each species is the same or different from the adult in movement, eating habits, calls and bone structure.

Show students dental diagrams of the basic functions of various types of teeth; briefly explaining how our current dental structure evolved.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

An independent project: describe individual differences.

Demonstrate to students how to weigh and measure themselves. Then have them fill out the following form:

My name is_____. I am in the ___ grade. I am a _____ (gender). I have _____ hair and _____ eyes. I am ___years old. On _____(date), I weighed ___ kilograms and was ___meters tall. I have ___teeth and have lost ___of my baby teeth. I wear size ___shoes. My fingerprints appear below.

Discuss differences and similarities among students. Have students compare their fingerprints with five other classmates, and ask: What did you discover? In what ways are you alike and different from your classmates?

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

An independent project: give examples of personal growth rates.

Have students keep a personal record to chart growth during the year. The record can be posted on the wall or can be part of a "Me" scrapbook. After a certain point, students should be able to discuss whether all people grow at the same rate.

As computation skills develop, students should be able to identify and chart their growth rates.

Ask if students would like to bring baby pictures from home (on a voluntary basis). Post these pictures on the bulletin board and ask students if they can identify each picture.

Have students complete the following sentences with assistance from home:

When I was born I weighed____ kilograms.
Now I weigh____kilograms.
When I was born I had_____hair.
Now I have _____ hair.
When I was born I had____teeth.
Now I have _____ teeth.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: height

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Genetic Relationships**

A discussion: talk about pregnancy.

Explain pregnancy through botany. The flower of a plant contains an ovary, located where flower joins stem.

Have students pull the petals off a flower so they can see the ovary.
Have students cut the ovary open so they can see the seed (eggs).
Explain that the eggs grow until they become the seeds of reproduction.

Discuss that the seed stops growing until placed in the ground. This is why we often refer to the ground as ***mother earth***. The earth serves as the mother's body for the seed to grow into a plant.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Other: Have students cultivate plants in class.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Genetic Relationships**

A presentation: give examples of prenatal life; identify parental responsibilities.

For this activity a pregnant cat or dog will be needed. With owner supervision, have students touch and feel the unborn moving inside the mother. Answer student questions about development, birth, feeding. Discuss responsibilities. After the babies are born, bring the mother and young back to class. Have the owner hold the animals so the class can touch. Have students observe the mother feeding the young. Comment on the growth process.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Reading: Read a story about the birth of kittens (e.g., May, Julian. ***Living Things and Their Young.*** Chicago: Follett Publishing Company, 1969.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A group project: explain ways in which parts of organisms perform vital functions for that organism.

Begin the lesson with a discussion of the purpose and function of veins. If possible, arrange for students to look at plant leaves through microscopes or magnifying glasses to observe plant veins.

Let students choose a color of vegetable food coloring and have them color water in a jar. Place a white flower with the stem cut at a diagonal in the colored water. Observe the changes in the flower over a two day period.

Have students discuss their conclusions from the experiment. Draw parallels between veins in plants and humans. Discuss circulation in humans.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Science: Show and discuss a diagram of the human circulatory system.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A group project: identify and describe the functions of the body systems.

Obtain transparencies illustrating each of the human body's systems (e.g., skeletal, muscular, circulatory). Discuss each system with the class; combine transparencies as overlays to show the interrelationships of the systems.

A class discussion: describe the digestive system.

Give students unsalted crackers and ask them to bite off a piece and hold it in their mouths for 10 seconds before swallowing.

What happened?
Why does the cracker begin to have a sweet taste?
What functions do your teeth and tongue play in digestion?
What is the function of saliva; how did it affect the cracker?

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A discussion: identify and describe the process of fertilization.

Review the concept that all babies are made by joining an egg and a sperm. Explain that all living things are made when a sperm joins with an egg. Here are questions for review:

Does life begin the same way for all living things?
What is an egg?
What is sperm?
What is the egg called when it joins the sperm?
What do we mean when we say the egg is fertilized?

A creative writing project: describe the function of a sense organ and those things which affect it.

Have students compile a list of "My Ten Favorite Fragrances" (e.g., Christmas tree, cookies baking, autumn air). Do the same for "My Ten Least Favorite Fragrances" (e.g., onion, ammonia, garlic). Compare lists. Ask students why they like or dislike the odors. As a follow-up, show students a diagram of the olfactory system; explain to students the various parts and how each functions.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Create a bulletin board display to illustrate the five senses.

Science: Have students make a "mystery box" by cutting a hole in a cardboard box that contains various objects, and ask them to guess the contents by touch. Discuss the sense of touch.

Social Studies: Identify community facilities designed to assist persons who have lost eyesight or hearing.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the function and interdependence of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A simulated situation: describe ways in which a body system functions for the total organism.

For this activity the teacher will need a package of large Italian elbow macaroni and a length of yarn.

Talk about the structure and movement capabilities (and limitations) of the spine, introducing some basic vocabulary, i.e., spine, skeleton, bones, etc. Then have students string macaroni on yarn to make a spine. Have them place the macaroni spine in various positions to attempt to duplicate human body movements.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Science: Using a diagram, explain the digestive system.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A discussion: talk about the need for regular oral/dental checkups.

For this activity the teacher will need various diagrams of teeth. Explain the effects of regular brushing (the control of dental plaque) and why cavities form—the types and the necessity for early detection.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: tooth/teeth, cavity, dentist

1.6 Current health practices
COURSE OR
ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.
SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A class discussion: talk about visiting the dentist or doctor.

Have students discuss experiences related to visiting the dentist or doctor. Ask a doctor or dentist to visit the class.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Writing: Write a thank you note to the guest.

1.6 Current health practices
COURSE OR
ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.
SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A presentation: identify practices which enhance oral/dental health; describe the effects of food and drink on oral/dental health.

Ask a local children's dentist to visit the class to review tooth structure and discuss what makes a tooth healthy, and how one keeps teeth healthy (e.g., brushing, flossing, regular checkups). Discuss the role of dentists, dental specialists and support professionals.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Have students construct posters emphasizing good oral/dental practices.

1.6 Current health practices
COURSE OR
ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.
SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A class project: show ways in which preventive oral/dental practices can ensure healthy gums and teeth.

List the foods a one-month and one-year-old child might eat. Discuss how these foods affect the teeth. In addition, discuss the alignment of the teeth and the effects of thumb sucking.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

A presentation: describe procedures for a regular medical or oral/dental examination.

Have a doctor or dentist visit the classroom and explain the functions of various medical personnel. Ask the doctor or dentist to show students what they might expect during a checkup visit and allow students to ask questions about the procedures.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: floss

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

A discussion and presentation: describe proper brushing and flossing techniques; utilize the fluoride rinse program as a preventative practice.

After presenting the "Swish Swash Program" to parents at a large group meeting (such as PTA) and obtaining parental permission slips, invite a dental hygienist to the classroom to explain the benefits of the fluoride rinse program and assist the students in the correct rinsing techniques.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: identify words and symbols which indicate danger.

List words (such as WARNING, CAUTION, DANGER, STOP) and draw symbols (stop sign, "X", etc.) on the board. Discuss the meaning of each. Why is it important to ***look*** for these signs, that we be aware of their presence? What are some warning words and symbols which are used for alcohol, tobacco and drug products? Are any of these words and symbols used universally? What types of words and symbols are used in other countries?

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Art: Draw various warning symbols.

Spelling: caution, danger, stop, warning

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Long-range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: identify factors related to alcohol.

Discuss the therapeutic and negative aspects of drinking alcohol. Discuss how alcohol can affect people differently and how a given amount may have little effect on one person, while with another it may prove harmful.

1.7 Abusive behavior
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.
SUGGESTED CONTENT: **Long-range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A presentation: identify negative aspects of smoking.

Review brochures concerning smoking from health agencies (Oregon Lung Association, Oregon Heart Association and the American Cancer Society).

1.7 Abusive behavior
COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.
SUGGESTED CONTENT: **The Physical Effects of Stimulating Substances Including Alcohol and Drugs**

A class discussion: describe the benefits of drugs.

Invite a pharmacist to class and have students ask the following questions:
Where does one go to get the medicine the doctor prescribes?
Why is it important to have a prescription for some medicines?
Why is it so important that only the person for whom the medicine was prescribed use that medicine?
Why can some medicines be purchased without a prescription?

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.
SUGGESTED CONTENT: **Sources of Information and Services**

A presentation: identify physical health resources available in a hospital.

Invite an intern from a local hospital to describe those facilities available at the hospital.

A presentation: identify physical health resources available at school.

Early in the school year, schedule a class session with the school health nurse. The purpose of the session is to explain the school health program and how it works. Have the school health nurse take the class on a tour of the school first aid room, allowing students to become familiar with the room, equipment, etc. Encourage students to ask questions and have the nurse demonstrate the equipment and explain the specific health services that are offered by the school—both daily services and preventive health care programs.

RELATED PRIMARY GRADE ACTIVITIES IN OTHER STUDY AREAS

Spelling: hospital

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.
SUGGESTED CONTENT: **Seeking Professional Help**

A class discussion: identify physical health resources.

Ask students where they would go to get medical assistance.

LEARNING ACTIVITIES

FOR

INTERMEDIATE GRADES

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A class discussion: identify ways that physical health affects one's self-concept.

Discuss why physical limitations can affect how people feel about themselves. Have students read and discuss as a class a short biography of a person who faced and adapted to a personal physical limitation (e.g., Helen Keller, Jill Kilmont).

A group project: identify emotions which influence physical health.

Have students describe behavior often associated with anger, fear, happiness, anticipation. Discuss how such emotions can affect physical health.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A class discussion: describe how one's physical well-being could affect one's ability to meet a stress situation.

Describe some typical stress situations. Have students discuss some of the possible physical causes for the conflict (e.g., a person with a headache shouts at fellow workers). Have student discuss how one's physical state could influence the outcome of such a situation. For example, you do unusually well on an exam because you got a good night's sleep; you have a headache and suddenly find yourself shouting at your best friend.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A discussion: identify ways in which medical research contributes to better-informed individual behavior.

Discuss current research on the toxic qualities of chemicals in common use and regulations which have been developed for the use of these chemicals. For example, accidental or intentional inhilation of glue, gasoline or paint thinner fumes has been found to be toxic to the human system. Another example could be research done concerning the effects of DDT on plants and animals.

A creative writing project: describe a stress situation and the body's physical responses.

Have students write a short story (fact or fiction) about a stress situation (e.g., someone pops a balloon behind you and you get the hiccups; you are so excited about a planned vacation that you're not hungry).

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A presentation: identify reasons for immunization programs.

Have the school nurse discuss various immunization programs and why people are immunized. Next, ask students to contact various community medical facilities for any available information concerning immunizations. Are there any programs which are regularly scheduled (e.g., polio vaccinations in schools, etc.)? How do medical facilities inform the public concerning immunization programs?

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A class discussion: survey a number of potentially dangerous manufactured products and discuss what precautions should be followed, as well as any government regulations regarding their use (i.e., insecticides, herbicides).

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A group project: outline an ideal community environment, pointing out the differences as well as similarit es between such an ideal and an actual community setting. For example, describe and discuss "Habitat," the community project built for the Montreal Worlds Fair—Expo '67.

Have the class plan and build a model community. Ask the students what they should include in such a community to promote physical and emotional health.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A class project: identify potential safety hazards in the home.

Have students discuss potential safety hazards in the home. Make a list of these hazards on the board and brainstorm possible precautions.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

An independent project: list safety features for various commercial products.

Have each student list the safety features for one commercial product (e.g., toys, sports equipment). As a class, have students determine whether or not these safety features are adequate for young children and what features they might include for greater safety.

A group project: show examples of preventative attitudes which promote safety.

Display pictures which illustrate good health and safety practices and ask students to identify why these practices are considered safe and healthy. Sample illustrations might include a school crossing scene or a child putting away toys.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: Safety

A discussion: talk about community awareness of safety.

Ask students how well informed they are about community safety and what to do given certain emergency conditions. Have students determine what ways they can become more informed about community safety.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: Attitudes

A group project: identify the eating customs of various cultures.

Discuss the influence of social customs on eating and food preferences. Invite a guest speaker from another culture to discuss food customs. If possible, provide samples of that culture's foods for students to taste.

NOTE: The Oregon Dairy Council has printed materials on the eating customs of various cultures.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: Attitudes

An independent project: talk about good working conditions.

Have students survey adults to determine what working conditons those adults consider important. Compile these surveys and rank order the five most frequently mentioned conditions. Discuss as a class.

Relate good job conditions to a good school environment (e.g., friendliness, comfort, freedom).

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: Attitudes

An independent project: devise a priority system which allows time to accomplish the day's responsibilities and to pursue personal interests.

Have students list daily activities (e.g., doing homework, helping around the house, playing with friends, watching television). Discuss with students the concept of personal responsibility. Have them rank order their lists with regard to pleasure and responsibility, then have them devise a plan that allows for both.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

An independent project: identify personal patterns of physical activity.

Have students record in a notebook all their physical activities for one week both in school and out. Have students note what parts of the body are used for various activities. At the end of the week, hand out a mimeographed anatomy chart to each student. Have students note which parts of the body have been used most for the week's activities.

Have students review recommended exercise standards to determine whether or not their weekly activities are sufficient to maintain physical fitness.

A group project: outline a relaxation program.

Discuss with students the value of a few minutes relaxation each day. Have students make their bodies as ***stiff*** as steel part-by-part—face muscles, neck, shoulders, etc.—until the entire body is rigid. Then tell students to ***relax*** beginning with the toes, then arches, feet, ankles, etc., until the body is limp. Remind students that relaxing is one of the most important things they can learn—it will help them work and play better.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

A class discussion: identify levels of physical fitness; relate these levels to lifestyles.

Hold a class discussion on the interrelationships of work, exercise, rest, nutrition and physical fitness. Talk about the need for a balance between one's lifestyle and physical activity. (For example, people who have desk jobs need to balance their days with greater physical activity.)

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

A class discussion: talk about the relationship between physical activity and personal well-being.

Have students describe how they feel after a day of physical activity (swimming, playing baseball). Talk about how physical activity can release stress. As a follow-up, invite adults to class who regularly participate in physical activities (e.g., jogging, racketball, tennis, etc.) and ask them to describe the positive side effects of such activities.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A group project: describe possible results of "challenge" situations.

Provide a classroom situation that challenges students (e.g., a dart board game). Have students participate and then discuss what they felt when challenged. Discuss possible reasons for these feelings and physical changes

which might occur (e.g., the fear of failure might cause a stomachache; competition can stimulate extraordinary performance).

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A group project: outline a nutritional diet for a family.

Ask students, in groups of two, to write a daily menu for a family of four, using grocery store ads and keeping track of expenses. Have them present their menus, placing each item on a chart of the four basic food groups. Discuss whether or not the choices are nutritional. Are they economical?

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A class discussion: describe methods for reducing tension.

Discuss various situations that could cause a person to feel tense. Ask students to describe what "feeling tense" means to them. Have students identify a situation in which they felt tense and ask them to describe what they could have done to relieve such tension (e.g., taking deep breaths).

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

A group project: describe consumer practices related to nutrition.

Display in class loaves of bread packaged by various bakeries. Read the labels for nutritional content. List chemical additives; discuss why these must be itemized. What are the advantages and disadvantages of preservatives?

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

An independent project: list examples of food additives and explain the value of food additives in relation to nutritional requirements.

Have students survey ingredients listed on the labels of several food items. Discuss individual dietary requirements. Have students identify those ingredients that are not dietary requirements. Discuss why these ingredients are added to foods.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A group project: select menus which are both appetizing and nutritional.

Have students obtain one or two copies of their favorite dinner recipes. Working in teams, have students group the recipes in different ways considering food groups and aesthetics. Compile a class notebook of "favorite" recipes and dinner combinations.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A discussion: describe individual responsibility in relation to nutritional diets.

Have students keep a record of food eaten for lunch for one week. At the end of the week, have students tally their records by food group (e.g., seven milk products, twelve fruits and vegetables, four meats, eleven breads). Discuss how closely these tallies match recommended food requirements and how substitutions can supplement "weak spots."

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

An independent project: compile a descriptive summary of cultural eating customs.

Have speakers from various cultural backgrounds visit the class and report on eating customs, especially regarding the origins of such customs. Next, assign each student to report on the daily diet of a specific culture. Encourage students to identify social and religious beliefs, as well as economic and geographic conditions.

NOTE: The Oregon Dairy Council has printed material on cultural eating patterns.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A discussion: identify nutritional deficiency diseases.

Talk about nutritional deficiencies and how these deficiencies can result in disease. Describe various means to remedy such deficiencies.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A presentation: discuss how school lunch menus are balanced according to the four essential food groups.

Invite a dietician to class to give a short presentation on the preparation of the school lunch menu. Give the students a sample of a weekly school lunch menu and have them identify the different foods which belong to each of the food groups.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A discussion: talk about nutrition and weight.

Have students discuss how nutrition can influence weight and why it is essential to balance nutrition in order to balance weight.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Stages of Growth**

A class discussion: describe physical changes which occur during developmental stages of growth.

Discuss with students early stages of physical development using an egg as an example. Show students a diagram of an egg. Next, describe the development from the egg to the birth of the chick. If class conditions permit, set up an incubator and hatch eggs in class. Have students keep track of the stages of development on a calendar. Supplemental illustrations can aid this activity (i.e., diagrams of various stages of development inside the egg).

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Stages of Growth**

A class discussion: discuss attitudes and knowledge related to aging.

Talk about aging and society's view of older persons. What are some myths about age? Explain how today these individuals are being looked to as a valuable resource. With the advent of modern medicine, life expectancy has lengthened and retirement only means the beginning of another life phase, not the end of productivity.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.

SUGGESTED CONTENT: **Stages of Growth**

A group project: talk about aging.

Have students list what they do and do not look forward to about aging. Discuss these lists and see what students learned about themselves. Some sources of information might include the following: the Grey Panthers, the area agency on aging, the Office of Elderly Affairs, senior outreach centers, Senior Townhouse and Senior Telephone Reassurance (Ring-A-Day).

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A group project: identify growth rates which occur during childhood.

Discuss with students various stages of growth from birth through age four. Divide a bulletin board into five sections—infant, one-year, two-year, three-year, four-year. Ask student volunteers to bring pictures of themselves (or draw pictures, or cut pictures from magazines) to school which cover these categories. Place each picture under the correct category. Ask students to look at the pictures for various signs of growth. Discuss what types of growth have taken place and why.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A class discussion: discuss individual growth and development.

Talk with students about why individuals age in similar and different ways (i.e., physical activity, diet).

A discussion: talk about some basic requirements for living.

Discuss with the class what people need in order to live. By way of analogy, talk about what plants need to live (air, light, soil, water, fertilizer) and how removing one of these basics can endanger the life of a plant. How are people like plants in regard to basic needs?

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A class project: chart personal growth rates.

At set intervals during the year, record the height and weight of students. At each session, discuss body types, weight and height increases, and "why" any increases or decreases may have occurred. Discuss also dieting, nutrition, and the difference in growth rates between boys and girls for various age groups.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Genetic Relationships**

A class discussion: talk about common inherited characteristics.

Talk about inherited characteristics: dimpled cheeks, curly and straight hair, etc.

Discuss how characteristics are passed through genes and how research has shown that certain characteristics may not pass directly from one generation to the next but may, in fact, pass only to every other generation.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Genetic Relationships**

A discussion: talk about genetics in relation to human growth and development.

Using a hypothetical case of identical twins reared apart since birth, have students discuss how a study of these twins could be valuable in explaining the influence of heredity and environment on each twin.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.

SUGGESTED CONTENT: **Genetic Relationships**

A group project: identify environmental factors which influence genetic relationships.

Show how environmental conditions can influence plant growth and propagation. Have students evaluate the effects of the environment on plants by controlling specific environmental conditions (i.e., temperature, water, light, etc.)

A group project: explain principles of heredity in plants.

Have students examine the reproductive system of a flower. Have students pull the petals off a flower so they can see the ovary (where the flower joins the stem). Have them cut the ovary open so they can see the seeds (eggs). Explain that the eggs grow until they become the seeds of reproduction.

Discuss that the seed stops growing until placed in the ground. This is why we often refer to the ground as ***mother earth***. The earth serves as the mother's body for the seed to grow into a plant.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A group project: construct a model of a human cell.

For this activity, the teacher will need one box of clear gelatin, starch, a small piece of clay, a plastic bag, string and scissors.

Make a model of cytoplasm in a cell (the plastic bag represents the cell membrane, the clay acts as a nucleus and the gelatin as cytoplasm). First, dissolve the gelatin in one cup of boiling water. Add one half cup cold water and one teaspoon of starch and stir. Next, pour some of this mixture into a plastic bag (an amount about the size of a ping-pong ball). To this add a small round piece of clay about size of a pea. Tie the bag tightly with string so that it has the shape of a ball. There should be as little air as possible in the bag. Cut away unused part of the bag with scissors; allow the gelatin to cool and harden overnight.

As a class, discuss the structure of a human cell. Have students observe simple cells under a microscope, drawing a diagram and labeling the parts.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the function and interdependence of body systems.

SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A class discussion: talk about the structure of organisms.

Obtain slides of various cells in the human organism (e.g., brain, blood, bone). Discuss with the class cell structure and how cells differ as to purpose.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A group project: identify cells as the basis for the development and organization of organisms.

For this activity, the teacher will need illustrations depicting animals which develop from eggs with shells (birds, chickens, turtles) and those that develop from eggs without shells (fish, frogs, horses, lions, dogs, cats, humans). In addition, a variety of animal eggs (chickens and others) will be needed.

Review with students that human babies develop from very tiny eggs inside the mother's body. Then discuss that fish, birds and most animals develop from eggs. Show pictures and discuss why a hen sits on an egg and why a hen's egg has a shell. Examine a hen's egg. Observe color and texture. Break the egg and place contents in a saucepan; let students observe its parts and characteristics.

For this activity the teacher will need brine shrimp (pet or bait shop), a container and a hand lens. Have students examine the brine shrimp with a hand lens to detect the eggs in the female's body. Once the eggs have been laid, allow the eggs to hatch, noting the length of time it takes for the baby shrimp to emerge.

In the spring, if possible, obtain frog eggs or salamander eggs from the edge of a local pond or lake. Mark the date on a large wall calendar and have the students observe the development from eggs to tadpoles to frogs.

Visit a museum or natural science center to see various kinds of eggs.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the function and interdependence of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A group project: describe the effects of skeletal and muscular systems on human movement.

For this activity the teacher will need dolls with movable joints, as well as diagrams of the human skeletal and muscular systems. Move the figure and ask students to describe what body parts are involved. Then, describe the same movement using the diagrams.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A class discussion: talk about the need for regular and effective oral/dental care.

Describe proper brushing and flossing techniques and the importance of regular oral/dental checkups. Discuss nutrition's effects on teeth, the importance of a balanced diet and the impact of certain foods on teeth (e.g., sugar, milk, etc.)

Ask for five student volunteers; give them each a chocolate cookie. Now compare the following methods for cleaning teeth:

Child 1 - Clean by swishing mouthwash around the mouth.
Child 2 - Clean by eating crunchy foods such as apples, carrots.
Child 3 - Clean with toothbrush and water.
Child 4 - Clean with toothbrush, water and toothpaste.
The fifth child should do nothing.

After 30 minutes, have each child chew a disclosing tablet and swish it around the teeth. Have children check each other to see where debris and plaque remain on the teeth. Have the students rank-order the effectiveness of the methods.

NOTE: Ask these students to bring their own toothbrushes to class, so they can remove the disclosing dye after this activity.

1.6 Current health practices
COURSE OR
ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.
SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A class demonstration: demonstrate oral/dental health care techniques to prevent plaque build-up.

Arrange to have the school nurse or a dental hygienist demonstrate proper brushing and flossing techniques. Talk about dental plaque and the importance of regular care to control plaque build-up.

1.6 Current health practices
COURSE OR
ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply current medical and oral/dental health practices.
SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A class discussion: identify the structure and shape of the teeth and mouth.

Using diagrams and a plastic model of teeth, explain to the class the various parts of dental structure: types of teeth (incisors, cuspids, molars) and the function of each, the importance of gums, etc. Discuss the importance of good care for primary teeth, as they influence the positioning and condition of later permanent teeth.

Using the model, demonstrate proper brushing and flossing techniques.

1.6 Current health practices
COURSE OR
ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.
SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A media project: illustrate foods which affect oral/dental health.

Make posters or assemble a bulletin board depicting foods which are beneficial or detrimental to oral/dental health.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.

SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A presentation: demonstrate the use of common medical instruments.

Obtain a thermometer, a sphygmomanometer and a stethoscope. Invite a guest speaker who is a trained health professional to discuss preventative health practices which an individual can follow (e.g., diet, exercise). Have the guest demonstrate the purpose and use of the thermometer, sphygmomanometer and stethoscope.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply current medical and oral/dental health practices.

SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A class discussion: describe various oral/dental preventative practices.

Talk about various oral/dental practices which are designed for prevention (e.g., fluoride).

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

An independent project: outline personal medical and oral/dental health care practices.

Have students discuss the medical and oral/dental health practices for which they are individually responsible. Establish a list of such practices (i.e, brushing teeth after meals). Have students create a self-assessment tool composed of daily medical and oral/dental health practices.

A presentation: identify the role of the dentist.

Invite a dentist or oral hygienist to class to discuss what is involved in a oral/dental checkup.

1.6 Professional health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply current medical and oral/dental health practices

SUGGESTED CONTENT: **Preventative Health Practices**

A discussion: identify one type of regular physical self-examination (e.g., disclosing tablets for teeth) and the importance of such examinations.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A group project: identify the effects of drug or alcohol consumption on body systems.

Obtain copies of a simple diagram of body systems and distribute to the class.

Using the diagram, trace for the class the passage of alcohol through the body, from ingestion through absorption, circulation, oxidation and excretion. Show which organs are affected by the alcohol. Discuss how the organs are affected, both in an immediate and long-range sense.

Students can follow the explanation using their diagrams. Have them name the organs involved and number the order in which alcohol reaches these organs.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: talk about alcohol consumption and driving.

Discuss the law related to alcohol consumption and driving. How does alcohol affect physical and mental capacities? Refer to the ***Oregon Drivers Manual*** regarding alcohol and driving.

Discuss peer pressures regarding abusive behavior and ways to deal with particular situations. References might include: the Governor's Commission on Youth, police department liaison officers, Alcoholics Anonymous and Al-A-Teen, YMCA and YWCA, etc.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Long-range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A presentation: discuss why alcoholism is thought of as a disease.

Invite an informed guest speaker to discuss the various aspects and myths regarding alcoholism. Why is "understanding" so important—that alcoholism is a disease and that the individual involved needs sympathy and help, not scorn and social rejection. Encourage students to ask questions.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.

SUGGESTED CONTENT: **Long-range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: discuss media impact on drug and alcohol use.

How does media create needs and what types of appeals are used?

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for reducing abusive behaviors.

SUGGESTED CONTENT: **Long-range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: identify components of the decision-making process.

Discuss methods for coping with certain situations. What determines the method a person uses? How important are coping skills in our society? Discuss the importance of thinking about alternatives and consequences before making a decision.

Propose some hypothetical situations requiring a decision, and discuss alternatives. For example:
"You are responsible for seeing your sister (a kindergartener) home after school, but band tryouts are scheduled today."

"You need to study for a test tomorrow, but you don't want to miss a club field trip."

1.7 Abusive behavior
COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.
SUGGESTED CONTENT: **The Physical Effects of Stimulating Substances Including Alcohol and Drugs**

A class discussion: identify and describe individual medical drug usage.

Have students, through class discussion, list drugs prescribed for their use and the reason for such use.

1.7 Abusive behavior
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.
SUGGESTED CONTENT: **The Physical Effects of Stimulating Substances Including Alcohol and Drugs**

A class discussion: point out positive effects of drug use.

Discuss the meaning of the term "drug" with the students and the positive purposes for which drugs are used.

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.
SUGGESTED CONTENT: **Sources of Information and Services**

A presentation: identify recreation programs available in the community.

Invite a guest speaker from a community recreation program (e.g., parks department) to discuss the activities offered to the community, especially for students. Obtain pamphlets from various commercial enterprises which offer recreational activities to students (e.g., tennis and swim clubs, gymnastic centers, camps).

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate physical health resources.
SUGGESTED CONTENT: **Sources of Information and Services**

A class discussion: identify sources of assistance related to physical health concerns.

List on a wall chart places where students can turn for help regarding health questions or problems. Discuss what each place (or person) could provide. Discuss criteria a person might use in making such a choice.

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.
SUGGESTED CONTENT: **Seeking Professional Help**

A class discussion: identify professional physical health resources.

Discuss the emergency services offered by the fire and police departments.

LEARNING ACTIVITIES

FOR

JUNIOR HIGH

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A group discussion: talk about psychosomatic illnesses and potential solutions for such conditions.

Discuss the meaning of psychosomatic illness. Have students describe a situation that might lead to a psychosomatic illness. Have them develop a means of resolving the situation that is causing the illness (e.g., severe back pain as a result of a situation where either of two decisions would be undesirable).

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A group project: explain relationships between psychological and physiological changes.

As a class, have students list and discuss the physical changes which occur between the fifth and tenth grades. Have students list psychological changes which can be influenced by these physical changes. Next, have each student answer the following questions in writing:

What do I understand about myself?

What have I learned about the relationships of physical and mental health?

As a class, discuss the responses. A good reference for this activity might be "Self Incorporated" from the "Inside Out" film series.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A group project: identify attitudes related to work; outline similarities and differences in attitudes toward work.

Have students interview several adults to determine their attitudes toward their jobs—their likes and dislikes. Have students ask these adults what they would change about their jobs, if they could, and why they chose that particular field of work. Have students share their information. Compile the results to see if any noticeable trends or similarities exist in people's attitudes toward work.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

An independent project: identify a community health agency that deals with physical health and outline the services offered by that agency.

Have each student select a community health agency and list the services which it offers. Have students share information in class.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A group project: list examples of potential student health concerns and list community resources available to meet these needs.

As a class, develop a list of potential student health concerns. Locate a variety of resources which could help with these concerns. Which concerns are best met by community resources? Why?

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A presentation: outline a variety of ways teenagers can become community helpers in the area of physical health.

Discuss with students places where teenagers can be trained in first aid or can serve as community helpers. Provide opportunities for students to work as volunteers in such an agency (e.g., Red Cross).

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A presentation: describe specific safety hazards which may be encountered by persons employed in physical health occupations.

Invite a guest speaker from the health care field to describe necessary precautionary procedures needed to protect against possible job hazards (e.g., X-ray technician).

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

An independent project: survey community attitudes toward safety and physical health.

Have students interview civil defense personnel on their knowledge of and attitudes toward the civil defense protection system in the community. What situations are they prepared to help with? Have students discuss their findings about general awareness of civil defense.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A group project: outline methods for evaluating safety hazards which affect community physical health.

Provide students with a copy of the local housing code or a summary of the code. Describe a hypothetical house that fails to meet a number of items detailed in the code. Have students pinpoint those areas that fail to meet the code and what steps would be necessary to correct any concerns.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

A group discussion: talk about consumer trends and grooming habits.

Have students list what is considered necessary to be a well-groomed person. Discuss the potential influence the media may have on good grooming and consumer buying (e.g., clothing or hair styles).

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

A discussion: talk about physical handicaps.

Discuss with students how people's attitudes toward those with physical handicaps often lack understanding. Frequently, people feel sorry for those with handicaps believing that these people are limited by their handicaps. Do such individuals, in fact, consider ***themselves*** handicapped? Information resources might include: the Oregon Commission for the Blind, the Epilepsy League of Oregon, the Oregon Association for Retarded Citizens, etc.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

A group project: devise a plan that encourages better understanding of handicapped persons and that promotes special facilities for these individuals.

Hold a class discussion on physical handicaps. Encourage students to talk about their own experiences with handicapped persons.

Invite an individual with a handicap (blind, deaf, paralysis) to attend a class session. Encourage the visitor to share with the class some special problems encountered in the community.

Following the visit, discuss with students how the community has developed facilities for handicapped persons. Ask students to pinpoint any areas they feel need further development and how they would promote such development (e.g., a letter to the city council).

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

A media project: promote total physical fitness.

Have each student create a poster that promotes physical fitness (e.g., exercise to alleviate stress, the need to balance work with leisure).

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

An independent project: point out ways in which lifestyle influences physical fitness.

Have students determine the times they feel energetic and the times they feel tired. Evaluate how these situations affect physical performance (e.g., when a person is worried, injured or ill, that person may not physically perform well).

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

An independent project: organize a time schedule that enables daily demands to be met.

Have students keep daily logs of routine tasks for one week. Have students determine the degree to which they accomplished the tasks and identify those factors which prevented full success. Have students develop a personal plan that will enable them to meet their daily demands more efficiently.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A presentation: outline the emotional effects of physical tension.

Show the film ***Future Shock***, 1972 edition, McGraw-Hill Text Films, 330 W 42nd Street, New York, New York 10036. Discuss the influence of technology on emotional health.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A discussion: identify common sources of physical tension.

Describe situations which can cause stress, tension, frustration and anxiety. Have the class identify factors in these situations which contribute to or cause stress and strain. Have students suggest potential solutions.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

An independent project: explore relaxation methods which help relieve physical tension.

Have students recall particular places or experiences they associate with feelings of peace and calm (e.g., a summer day at the ocean). Then ask them to close their eyes, imagine they are in that place, and try to recapture what they felt at that time. Afterwards, have them write a short paragraph describing such feelings.

Ask students to imagine themselves in that situation whenever they feel stress or tension during the following week. At the end of the week, have them discuss the results of this strategy (e.g., Did it help to relieve tension?)

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

A presentation: talk about nutrition.

Invite a knowledgeable person to discuss the following topics: natural and processed foods, nutritive value of specific foods, food preparation.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

An independent project: give examples of food additives; explain the value of using such additives.

Have students list additives found in a variety of processed foods. As a class, discuss which additives are used for what purposes, as well as which additives were the most frequently found listed on the labels.

A group project: give examples of snack foods; talk about the nutritional content of such foods.

As a class, have students conduct a survey of popular snacks. Discuss:
Which snacks are considered nutritional?
Which are considered non-nutritional?

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

An independent project: organize a nutritious snack program.

Have students keep a log of the snacks they eat over a three-day period. As a class, organize these snacks into two categories—nutritious and nonnutritious. Have students identify those snacks which are most beneficial and why.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A group project: identify cultural eating customs.

Discuss a variety of ethnic diets. Have students organize a smorgasbord of ethnic foods and ask the class what they like and dislike.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A group project: survey FDA regulations regarding food labeling; explain reasons for such regulations.

Have students obtain a list of regulations from the FDA and discuss these questions: Why are additives used by manufacturers? What are the benefits of such additives?

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

An independent project: chart nutritional requirements.

Have students construct charts of balanced diets which reflect individual preferences and which list nutritional values. Should any of the charts fall short of nutritional requirements, have the class suggest substitutes.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A presentation: talk about the importance of nutrition.

Invite a dietician to class to discuss the importance of a good diet as a primary means of preventative medicine.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A research project: describe a specific diet for a specific occupation or sport.

Have students interview a cross-section of athletes regarding their specific dietary needs (e.g., runners, swimmers, football players, etc.) Do certain sports have specific dietary requirements? A good resource might be ***The Complete Diet Guide for Runners and Other Athletes*** by Hal Higdon.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

An independent project: design a nutritional program for a specific nutritional concern.

Present students with hypothetical situations of people suffering from physical problems which are affected by nutritional patterns (e.g., high blood pressure, diabetes). Have students design a diet to meet the nutritional needs of these people.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Stages of Growth**

A group project: select children's toys appropriate to age level.

Ask students to bring toys or games to class that they feel are designed for children. As a class, determine the appropriate age level for each toy or game.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Stages of Growth**

A research project: survey conditions in specific societies which seem to foster longevity.

Have students research cultures which have histories of longevity (e.g., tribes in Pakistan, people from the province of Georgia in the USSR). Ask students to identify characteristics of these societies which seem to promote longevity.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.

SUGGESTED CONTENT: **Stages of Growth**

A class discussion: talk about physical and psychological characteristics indicative of specific age groups.

In small groups, have students discuss the physical and psychological characteristics which are indicative of the various stages of life. Have students list these characteristics. As a class, identify any stereotypes which students might have and explain, through examples, why these are considered stereotypes (e.g., ageism—retirement does not mean the end of active participation in society, it is instead the beginning of a whole new phase).

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

An independent project: identify cultural, national or ethnic differences related to adolescence.

Have students prepare short papers which compare and contrast adolescence in the United States and in another country. How might specific environments contribute to individual differences?

1.4 Patterns of human growth and development
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.
SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A group project: give examples of behavior which is affected by environmental conditions.

Set up a situation in which students can observe mice in crowded, normal and isolated situations. Have students observe the mice over a period of time with respect to behavior and growth. Discuss the effects of population density on the health and behavior of the mice. How might humans react under similar conditions?

1.4 Patterns of human growth and development
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.
SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A presentation: talk about child growth and development.

Invite personnel from a day-care center to discuss with the class various techniques and activities used to promote child growth and development. What are some of the "basics" of child care? What specific activities are used to promote motor and language skills?

1.4 Patterns of human growth and development
COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.
SUGGESTED CONTENT: **Genetic Relationships**

A research project: talk about birth defects and their causes.

Have students research birth defects in the school library. The research should include the following: a description of the problem, the effects on daily life (i.e., work, marriage), the frequency of the problem, causes (if known), preventative measures. Examples: sickle cell anemia, cerebral palsy, cystic fibrosis, diabetes, hemophilia, the effects of smoking and alcohol on fetal development. Resources for information might include: the University of Oregon Health Sciences Center, the Diabetes Association of Oregon, the March of Dimes, etc.

1.4 Patterns of human growth and development
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.
SUGGESTED CONTENT: **Genetic Relationships**

A discussion: talk about the concept that people reflect their genetic makeup as well as environmental influences.

Have students debate the implications of the following statement: genetic endowment can only be understood in light of each individual's environment.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A discussion: identify the purpose of blood bank programs; talk about community responsibility for blood donations.

Discuss the fact that blood is essential to human life. Review the components of blood—red cells, white cells, platelets and plasma. Break into small groups to investigate topics such as: anemia, leukemia, blood clots, the transfusion process.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the function and interdependence of body systems.

SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A research project: explain the relation of the DNA molecule to cellular structure and function.

Have students research and explain the DNA molecule. As a class, construct a model or chart of the molecule based on students' research.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A group project: identify the structure and function of one sense organ.

Briefly explain the structure of the eye. Then, provide students the following preliminary information:

There are color sensors in the eyes called cones.

The cones are located in pairs, with cones for red and green adjacent to each other and cones for blue and yellow likewise adjacent.

When one looks at a color the cone that perceives that color is working.

When one shifts the eye from that color and looks at a neutral background, the working cone is fatigued and the adjacent cone mistakenly perceives a color that is not there.

Using an overhead projector, project a transparent color square on a screen and have student volunteers look at it for 25 seconds. Quickly remove the square and ask the students what color they see as an afterimage. Repeat this procedure until all the colored squares have been projected individually. Then present combinations of squares, or all squares together, and again have students note the afterimages.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the function and interdependence of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A demonstration: explore what it means to be handicapped.

Explain to students that handicapped individuals don't necessarily feel limited by their handicaps—they learn to adapt. By way of illustration, ask all right-handed students to write with their left hands and all left-handed students with their right. What are some of the problems they encountered? Did practice help them adapt?

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

An independent project: compare various health insurance plans.

Have students research the medical coverage (sickness and accident) offered by several insurance companies. Ask them to compare the plans.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A media project: prepare a message that informs others of physical symptoms requiring medical care.

Have students design a pamphlet about a common physical health concern. Information should emphasize symptoms and assistance resources.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.

SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A discussion: describe the effects of food on teeth.

Ask students to predict the effects of different foods on teeth. Sample foods might include: apples, marshmallows, candy bars, celery, nuts, cauliflower. Ask students to describe these foods in terms of physical qualities (sticky, crunchy, etc.) and what effect these qualities have on teeth. Then approach the same question from the viewpoint of chemical reaction (i.e., sugar, etc.)

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Professional Medical and Oral/Dental Examinations**

A presentation: describe various types of health insurance.

Discuss the need for medical and health insurance; the types, the costs and the procedures for obtaining such insurance.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

An independent project: research professional health careers.

Have each student research a health career with regard to training, function, salary and need. Present the findings in short class reports.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

An independent project: review rest and relaxation activities.

Have students list ten ways they enjoy leisure time (e.g., going to a movie, hiking, bicycling). As a class, compare the lists and rank order the activities; first, according to popularity, then according to physical health value.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

A presentation: talk about genetic counseling.

Invite a genetic counselor to visit the class to discuss the nature of genetic counseling, the availability of genetic counseling services in the community and why people seek such counseling.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A discussion: identify current attitudes toward smoking.

Review with the class current medical research about smoking. Explain to students that smoking is a controversial question and that although medical research has indicated that smoking can be harmful to one's health, it is not a settled issue. Talk about the importance of personal rights—for smokers as well as nonsmokers. How is the community dealing with the issue?

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including Use and Misuse of Alcohol, Tobacco and Drugs**

A presentation: identify methods used to detect the presence of alcohol in the body.

Invite a guest speaker from the local police department to explain and demonstrate alcohol detection devices. Ask the speaker to cover such areas as: B.A.C. (blood alcohol content), alcohol blood level reductions, detoxification centers.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for reducing abusive behaviors.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including Use and Misuse of Alcohol, Tobacco and Drugs**

A presentation: talk about driving and the use of intoxicants.

Using the ***Oregon Driver's Manual***, discuss with students the legal implications of driving while under the influence of intoxicants.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Long-Range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A research project: identify several aspects of tobacco consumption.

Study the history of smoking and smoking in other cultures.

Research local laws and regulations regarding smoking. What are state and federal laws on cigarette package labeling?

Have students study the economics of smoking.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: talk about alcohol safety laws.

As a class, survey alcohol safety laws at the state and federal levels. Compare these laws with the alcohol-related laws of another country and discuss what influence customs may have had in developing these laws.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for reducing abusive behaviors.

SUGGESTED CONTENT: **Long-Range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A group project: talk about dealing with abusive behavior.

Discuss the idea that dealing with abusive behavior is a part of life. Give students examples of abusive behavior and identify ways for dealing with such behavior.

1. Admitting a problem exists and facing it.
2. Defining the problem and the owner.
3. Listing alternative solutions to the problem.
4. Predicting consequences for yourself and others.
5. Identifying and consulting sources of help.
6. Giving help to others when needed and wanted.
7. Experimenting with a solution and evaluating the results.

NOTE: The "Coping With" books from American Guidance Service, Circle Pines, Minnesota 55041 would be particularly helpful to integrate with this activity.

1.7 Abusive behavior
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.
SUGGESTED CONTENT: **The Physical Effects of Stimulating Substances Including Alcohol and Drugs**

A presentation: point out the uses of medicinal drugs.

Invite a physician to class to discuss the use of medicinal drugs. What types of situations call for what types of drugs? How are these drugs monitored? Are new techniques being developed which could bypass the use of such drugs?

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.
SUGGESTED CONTENT: **Sources of Information and Services**

An independent project: identify community physical health resources.

Have students develop a resource list for health concerns. As a class, review these lists noting which sources were the most frequently listed.

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate physical health resources.
SUGGESTED CONTENT: **Sources of Information and Services**

A media project: show physical health services provided by community agencies.

Have students create a bulletin board that depicts how various agencies protect the health of individuals and the community.

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.
SUGGESTED CONTENT: **Seeking Professional Help**

A class discussion: identify sources of assistance available for physical concerns.

Discuss the dangers of ignoring illness and symptoms. Develop a list of local health services that are available in the community.

1.8 Physical health resources
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to evaluate physical health resources.
SUGGESTED CONTENT: **Seeking Professional Help**

Given a problem: show a solution to specific physical symptoms.

List common symptoms of specific diseases and ask students to identify the probable causes, at what point to contact professional help, specific community resources and their locations.

LEARNING ACTIVITIES

FOR

SENIOR HIGH

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A discussion: talk about common adolescent concerns.

As a class, openly discuss attitudes and feelings related to adolescent changes. Invite a counselor or physician to class to answer questions about adolescent concerns.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A discussion: identify the benefits of athletic programs.

Organize a panel discussion on the physical and emotional benefits of school athletic programs. Describe how success in a physical activity helps build a positive self-concept.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Mental Health**

A discussion: describe how moods can affect physical well-being.

When asked "How are you?" people usually say "fine, OK, so-so." Why?

How can a mood affect the way a person feels physically? (e.g., worry can cause a headache.)

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A group project: identify ways noise can affect community health.

List a variety of everyday noises. Discuss the effects (i.e., nervousness) of such noises on physical and emotional health, particularly over extended periods of time.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A group project: list available community recreation facilities.

Have students list a number of recreational activities and resources. Discuss precautions necessary for each activity. Pinpoint available training programs (e.g., Red Cross swimming programs, parks department, YMCA and YWCA, Search and Rescue teams, Explorer Scouts, public information officer of the Oregon National Guard, etc.)

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Community Health**

A class project: identify communicable diseases and means of control.

Have the class research and report on select communicable diseases. Have them include methods for immunization and prevention, as well as brief biographical sketches of the persons responsible for developing these methods.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will know what relationships exist between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A presentation: identify emergency safety equipment related to physical health.

Invite an informed person to class to demonstrate and discuss specific emergency equipment (e.g., resuscitators, air splints, oxygen tanks). Ask a qualified CPR instructor to class to demonstrate cardiopulmonary resuscitation.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze existing relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A discussion: talk about business safety practices.

Have students discuss a hypothetical business and have them list rules and regulations they feel would be necessary for employe safety. Contact state and federal safety councils for further, more specific information.

1.1 Relationship of physical health to other health factors

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for healthful living which reflects the relationships between physical health and each of the following: mental health, community health and safety.

SUGGESTED CONTENT: **Safety**

A class project: compile a card file of safety-related physical health resources.

Have students list safety resources using the following general categories:

Medical
Oral/Dental
Fire and Rescue
Ambulance
Emergency Preparedness
Pharmacy Services

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

A group project: discuss the importance of personal grooming.

How does cleanliness affect a person socially and personally. List daily habits of personal grooming, and discuss how these show in one's appearance.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Attitudes**

An independent project: design an individualized activity plan.

Have each student list physical activities and how frequently they engage in each. As a class discuss the relationship between physical health and physical activity. Then have students evaluate their own physical activity patterns and determine whether they need more or less physical activity.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

A presentation: describe the importance of diet to total fitness.

Invite an informed guest speaker to class to discuss the relationship of diet to physical fitness, as well as current, popular diets.

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

A group project: identify ways in which lifestyle affects fitness potential.

Using the following four categories: urban living 100 years ago, urban living now, country living 100 years ago, country living now; divide the class into four groups and have each group research and present information about their era. Then, as a class, compare findings. Did people 100 years ago have similar or different physical health concerns than we do today? Did they worry more (e.g., widespread health concerns such as tuberculosis)? Did they suffer from stress, anxiety, insecurity?

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Fitness**

An independent project: have students devise a personal fitness plan.

Have students design plans which cover a one week period. Have students follow the plans, recording activities and how often they engaged in each. As a class, compare and discuss the plans (i.e., personal rewards, etc.)

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A presentation: identify and describe the possible benefits of various physical tension release methods.

Invite a guest speaker to discuss various exercises which help release physical tension (deep breathing, yoga, etc.)

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze various social factors which influence the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

An independent project: identify factors which affect physical tension.

Have students research the lifestyle of a typical adult of the 1900's and compare it with the lifestyle of a typical adult of the 1970's. What are the similarities and differences with regard to physical strains?

1.2 Influence of social factors on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which reflects social factors influencing the physical health of individuals.

SUGGESTED CONTENT: **Causes, Effects, Location and Release of Physical Tension**

A discussion: talk about personal privacy as one means of releasing tension.

Discuss the need for personal privacy. Have students talk about places where they might go when they wish to be alone (e.g., the library).

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

An independent project: identify factors which influence nutrition.

Have each student list factors which determine the nutritional needs of various age groups. As a class have students present findings in short reports.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Individual Nutritional Requirements**

A presentation: describe the importance of a balanced diet.

Invite a dietician to class to describe planning a nutritional diet. Have the speaker, with the class, outline requirements for a diet that would include daily intake of essential vitamins, minerals, etc.

Have students compare their daily diet with the nutrition outline developed in class and discuss what changes they might make to achieve a more balanced diet.

Discuss natural and processed foods and vitamins.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A discussion: talk about food additives.

What are they? Why are they used? How do they affect nutrition?

A research project: identify and describe effects of food additives.

Bring canned food labels from home. What additives are listed on these labels? Are additives necessary? What exactly is the purpose of each additive and what is its nutritional content? Have students discuss their findings and conclusions.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A group project: discuss the influence of media on food preferences.

Divide the class into small groups. Ask each group to find at least five advertisements for foods or places to eat and explain why they would choose these foods or restaurants on the basis of the advert ...g. Ask them to evaluate their choices in terms of nutrition.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Attitudes and Conditions that Contribute to Good Nutritional Status**

A discussion: talk about the nutritional status of various countries around the world.

Discuss the problem of overpopulation and food shortages in various countries. Brainstorm possible solutions to these problems. What foods can be grown easily which are high in nutritional value?

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how nutrition influences physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A media project: identify a variety of weight control programs.

Have students collect and discuss a number of advertisements concerning weight control. What does each ad say about a balanced nutritional program?

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the influence of nutrition on physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A class discussion: discuss diseases which are due to nutritional deficiencies.

Have students identify diseases related to nutritional deficiencies (i.e., rickets, beri beri, dental caries, diabetes, high blood pressure). Talk about how these deficiencies can be corrected.

1.3 Influence of nutrition on physical health

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a personal plan which provides nutrition essential to physical health.

SUGGESTED CONTENT: **Nutritional Problems, Their Causes, Effects and How They Influence Physical Health**

A presentation: explain the role of dieticians in the prevention of nutritional problems.

Invite a dietician to speak to the class about diets, dieting, and the dietician's role. Why is nutrition important when one is dieting? How does a sensible diet affect overall health?

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Stages of Growth**

A class discussion: discuss aging.

Talk about aging and society's view of older persons. What are some myths about age? Explain how today older individuals are being looked to as a valuable resource. With the advent of modern medicine, life expectancy has lengthened and retirement only means the beginning of another life phase, not the end.

Discuss current developments concerning retirement.

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.

SUGGESTED CONTENT: **Stages of Growth**

A class discussion: identify specific health concerns for young adults.

Have students discuss and research health concerns encountered by young adults (e.g., hypertension, mononucleosis, anemia, ulcers). Talk about ways to deal with such concerns, as well as available resources (e.g., Oregon Lung Association, Oregon Heart Association, etc.)

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A class discussion: talk about prejudice.

Talk about examples of prejudice historically and its repercussions in various societies (i.e., legislation, rebellion, new schools of thought).

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A class discussion: talk about the importance of self-discipline in achieving a goal.

Have students clip articles from various magazines describing outstanding achievements by teenagers (e.g., sports, music, art, science). What was required in the way of self-discipline? How does a person go about recognizing special talents which should be developed?

1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.

SUGGESTED CONTENT: **Factors Contributing to Individual Differences**

A group project: identify ways the environment affects physical and psychological growth and development.

List and discuss environmental factors affecting human growth and development, such as overcrowdedness vs open spaces, noise pollution vs quiet, visual aesthetics, nutrition, etc. How can these factors contribute to optimum personal development? Can these factors be influenced by the individual?

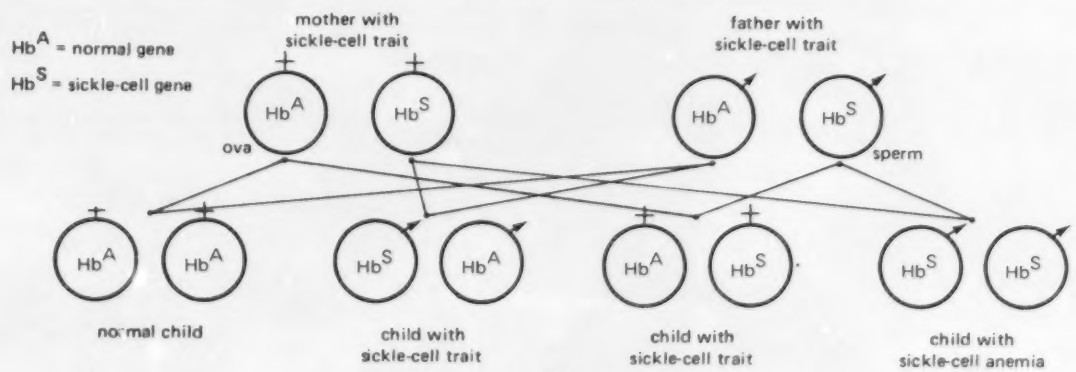
1.4 Patterns of human growth and development

COURSE OR ELEMENTARY-UNIT GOAL: The student will know the physical and psychological patterns of human growth and development.

SUGGESTED CONTENT: **Genetic Relationships**

A class project: outline an inherited characteristic.

Construct a hypothetical family tree using the symbols and criteria below:



For three generations, indicate hair and eye color. In each person's box or circle, color the left side with that individual's hair color, the right side with eye color. Using the tree, show how certain traits may trace from one generation to the next, while other traits may surface only every other generation.

1.4 Patterns of human growth and development
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the physical and psychological patterns of human growth and development.
SUGGESTED CONTENT: **Genetic Relationships**

A creative writing project: predict ways in which human behavior patterns could affect future generations.

Have students write an essay describing possible human biological changes in future generations resulting from certain behavior patterns. For example, if we eat only soft foods, how might this affect oral/dental development and digestion; why are the appendix and tonsils considered vestigial?

1.4 Patterns of human growth and development
COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply physical and psychological patterns of human growth and development to daily living.
SUGGESTED CONTENT: **Genetic Relationships**

A presentation: invite a March of Dimes representative to class to explain birth defects and any available preventative measures. As a follow-up, have students report on specific birth defects. Possible selections might be:

Sickle Cell Anemia	Down's syndrome
Cerebral Palsy	PKU
Cystic Fibrosis	Rh factor
Diabetes	Blindness
Hemophilia	Hearing defect

Have students research the subjects in the library and present brief oral reports in class.

1.5 Body systems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.
SUGGESTED CONTENT: **Structure and Function of the Human Cell**

A class project: describe the roles in heredity of cells, DNA molecules and chromosomes.

Present students with basic information regarding heredity. One scientist has estimated that there are some 26,500,000,000 cells in the human body. Each cell has a nucleus called DNA which determines growth rates, eye color, hair color, etc. DNA is made up of 46 chromosomes, 23 from each parent. Have students research chromosomal studies of plants and animals. Are there any significant trends?

1.5 Body systems
COURSE OR ELEMENTARY-UNIT GOAL: The student will know the basic organization of body systems.
SUGGESTED CONTENT: **Structure, Function and Interdependence**

A class discussion: talk about how a personal habit can influence health.

Have students collect and discuss current research on the relationships of personal health habits to the body systems. For example, too much sugar in the diet can lead to an excessive energy level; lack of sleep can overtax the entire organism; extended periods of tension can lead to a variety of physical and emotional manifestations.

1.5 Body systems

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the function and interdependence of body systems.

SUGGESTED CONTENT: **Structure, Function and Interdependence**

A group discussion: discuss physical coordination and the advantages of quick reflexes.

As a class, talk about the following questions:

What jobs, sports or hobbies require quick reflexes?
What things do you do that require fast reaction time?
Have you been in situations where you wished your reaction time could be improved?
Can reaction time be improved? If so, how?

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A media project: survey oral/dental health practices and how they relate to personal attitude.

Have students prepare a bulletin board regarding oral/dental health practices and resources. Discuss how healthy gums and teeth can influence one's self-concept. How does a healthy mouth affect the overall health of the person?

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A presentation: describe the purpose and use of one preventative medical device.

Have the school nurse demonstrate to students methods for measuring blood pressure. Describe to students why a doctor takes blood pressure and why it is important to control blood pressure.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care**

A group project: survey the community regarding the availability of health care programs.

Discuss various community resources for health care. Given a specific concern, have students outline what steps they would take and where they would go for help.

Have students select a country and study the national medical and oral/dental care program in that country. Discuss the best features of the health care programs studied and compare these programs with health care in the United States.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply current medical and oral/dental health practices.

SUGGESTED CONTENT: **Influence of Individual Attitudes on Obtaining Effective Medical and Oral/Dental Health Care.**

A class presentation: identify factors which influence positive oral/dental care.

Invite a dental hygienist to class to demonstrate proper brushing and flossing techniques. Talk about the importance of daily care as well as regular checkups. As a class, have students debate such topics as community fluoride programs or the influence of media on oral/dental health.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will know various current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

A presentation: identify the benefits of regular medical examinations; list and discuss resources available in the community.

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

A class discussion: talk about the importance of a school physical education program.

Have students discuss the school's physical education program in terms of the following: daily exercise, periodic appraisals, skills development, student interests. How could the program be developed further?

1.6 Current health practices

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan to apply current medical and oral/dental health practices.

SUGGESTED CONTENT: **Preventative Health Practices**

An independent project: identify rest and relaxation patterns.

Over the period of one week, have each student keep a record of rest and relaxation patterns for each day. Compare rest and relaxation times with periods of physical activity. Does there seem to be a balance? Have students draw conclusions regarding personal needs.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including Use and Misuse of Alcohol, Tobacco and Drugs**

A presentation: identify the effects of alcohol on the body.

Provide students with a diagram of the human body. Have students trace the passage of alcohol through the body, indicating points where alcohol can affect the body, such as the liver, stomach, heart and brain. Have students list what potential effects alcohol might have at each of these points, both immediate and long-run. As this activity progresses, define such terms as "oxidation, depressant, cirrhosis."

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for reducing abusive behaviors.

SUGGESTED CONTENT: **Consequences of Abusive Behavior on Body Systems Including Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: generate constructive alternatives to abusive behavior.

Discuss the decision-making process and identify factors which might influence that process (e.g., authority, emotions, scientific method). What factors have most influenced students in making decisions (e.g., emotions, pleasure)? Have each student choose a personal behavior that could be potentially abusive. Have each student decide what value that behavior has and how abuse might be avoided (e.g., pursuing physical recreation rather than watching TV as a means of relaxation).

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **Long-Range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A presentation: identify abusive behavior associated with foods; identify potential results.

Invite a guest speaker to discuss the long-range physiological effects of abusive behavior associated with poor eating patterns (e.g., heart disease, high blood pressure). Discuss why people do this and the effects of poor eating patterns on physical appearance and self-concept.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to analyze the possible effects on physical health resulting from abusive behavior.

SUGGESTED CONTENT: **Long-Range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A class discussion: point out possible results of long-range abusive behavior; identify personal attitudes related to abusive behavior.

Have students identify symptoms of abusive behavior, such as overindulging in food or alcohol. Then have them determine the long-range health problems resulting from one type of abusive behavior. Are the risks worth the price?

As a class, develop alternatives and solutions to abusive behavior.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for reducing abusive behaviors.

SUGGESTED CONTENT: **Long-Range Physiological Health Problems Resulting from Abusive Behaviors Including the Use and Misuse of Alcohol, Tobacco and Drugs**

A hypothetical situation: design a plan to alter current abusive behavior.

Give students a situation in which individuals say they cannot stop a certain abusive behavior but want to reduce potential health hazards. Have each student write a plan that might help reduce such hazards. For example, when researching overeating, some organizations that students could contact for information might be Overeaters Anonymous and Weight Watchers.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will know how abusive behaviors can affect physical health.

SUGGESTED CONTENT: **The Physical Effects of Stimulating Substances Including Alcohol and Drugs**

A presentation: identify medical uses of drugs.

Invite a local pharmacist to discuss the uses of drugs, both prescription and over-the-counter varieties.

1.7 Abusive behavior

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to formulate a plan for reducing abusive behaviors.

SUGGESTED CONTENT: **The Physical Effects of Stimulating Substances Including Alcohol and Drugs**

Given a group project: survey current drug laws.

Have students write to local and federal drug enforcement agencies for the latest information regarding drug laws.

1.8 Physical health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.

SUGGESTED CONTENT: **Sources of Information and Services**

A research project: identify and describe resources related to drug use.

Hold a class discussion and find out how much students already know about drugs:
What are the basic resources for drugs and where can these resources be found?
How are these resources then prepared into specific drugs?
How are drugs priced?
What are some current issues related to drug distribution?

Invite a trained pharmacist to attend class. Have students prepare a list of questions based on their research. Have the visiting pharmacist demonstrate methods for measuring drug dosages in order to stress the importance of proper dosage.

1.8 Physical health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.

SUGGESTED CONTENT: **Sources of Information and Services**

A class discussion: identify community physical health resources.

Present students with a list of common problems (e.g., heart attack, broken bones, poisoning) and have them determine what agency they would contact for help. If more than one agency could help with a particular problem, have students choose the best one and give reasons for their choice.

1.8 Physical health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to locate physical health resources.

SUGGESTED CONTENT: **Seeking Professional Help**

A media project: chart community physical health resources.

Using a map of the community (mounted on a bulletin board) and colored map pins, have students pinpoint specific community physical health resources. Have students list the services offered by each and attach these lists around the perimeter of the map. Then, with yarn, link the services to the appropriate pins.

1.8 Physical health resources

COURSE OR ELEMENTARY-UNIT GOAL: The student will be able to use physical health resources to facilitate healthful living.

SUGGESTED CONTENT: **Sources of Information and Services**

A discussion: propose criteria for selecting physical health resources in the community.

Have students prepare a list of criteria for selecting medical and dental personnel. Familiarize students with the different personnel available (e.g., What is an OB/GYN, osteopathic surgeon, etc.?)